

**AN ANALYSIS OF MULTIPLE CHOICE ITEMS MADE  
BY TEACHER BASED ON BLOOM'S REVISED  
TAXONOMY THEORY  
AT TENTH GRADE OF SMA NEGERI 1 SIDOARJO**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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## ABSTRACT

Amaliyah, Ayu. (2018). *“An Analysis of Multiple Choice Items Made by Teacher Based on Bloom’s Revised Taxonomy Theory at Tenth Grade of SMA Negeri 1 Sidoarjo”* A Thesis. English Teacher Education Department. Faculty of Tarbiyah and Teachers Training. Sunan Ampel State Islamic University, Surabaya. Advisors: Dr. Mohammad Salik, M. Ag and Mokhamad Syaifudin M. Ed, Ph. D.

Key words: analysis, multiple choice items, new version of Bloom’s cognitive level

Testing has an important role in teaching learning activities. It can be said that through testing, the teacher will know how far students’ understanding about material learned. One of the test items is often used as an instrument in test is multiple choice items. The aim of this study is to know levels of learning in multiple choice items made by teacher based on new version of Bloom’s cognitive level at tenth grade of SMA Negeri 1 Sidoarjo. This study uses descriptive qualitative approach. To collect the data, this research used documentation. There are 35 multiple choice items analyzed by researcher using new version of Bloom’s cognitive level. New version of Bloom’s cognitive level has 6 levels of learning include remember, understand, apply analyze, evaluate and create. Based on the result of study, the researcher found that there are three out of six levels of learning in multiple choice items made by teacher based on new version of Bloom’s cognitive level at tenth grade of SMA Negeri 1 Sidoarjo. The three levels include remember, understand and apply.

## ABSTRAK

Amaliyah, Ayu. (2018). *“An Analysis of Multiple Choice Items Made by Teacher Based on Bloom’s Revised Taxonomy Theory at Tenth Grade of SMA Negeri 1 Sidoarjo”*  
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Kata kunci: analisis, soal pilihan ganda, level kognitif Bloom terbaru.

Pemberian tes memiliki peranan penting dalam dalam proses belajar mengajar. Dapat dikatakan bahwa melalui pemberian tes, guru dapat mengetahui seberapa dalam pengetahuan siswa tentang materi yang sudah dipelajari. Salah satu jenis soal yang sering dipakai di tes adalah soal pilihan ganda. Penelitian ini bertujuan untuk mengetahui level pengetahuan di soal pilihan ganda buatan guru pada kelas X SMA Negeri 1 Sidoarjo berdasarkan level kognitif Bloom yang terbaru. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Dalam pengumpulan data, penelitian ini menggunakan dokumentasi. Ada 35 soal pilihan ganda yang dianalisa peneliti menggunakan level kognitif Bloom terbaru. Level kognitif Bloom yang terbaru memiliki 5 level yaitu mengingat, memahami, menerapkan, menganalisis, mengevaluasi, dan menciptakan. Hasil penelitian menunjukkan bahwa terdapat 3 level yang muncul di soal pilihan ganda buatan guru pada kelas X SMA Negeri 1 Sidoarjo yaitu mengingat, memahami dan menerapkan.

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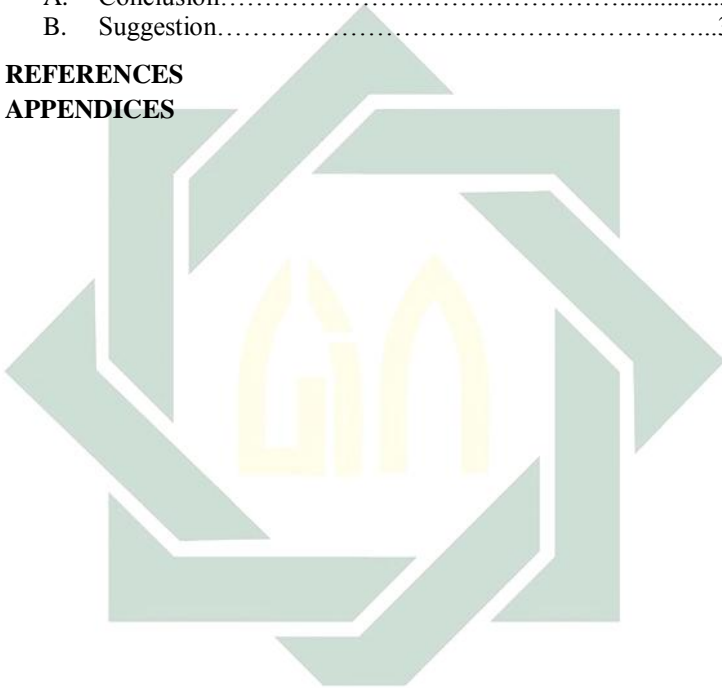
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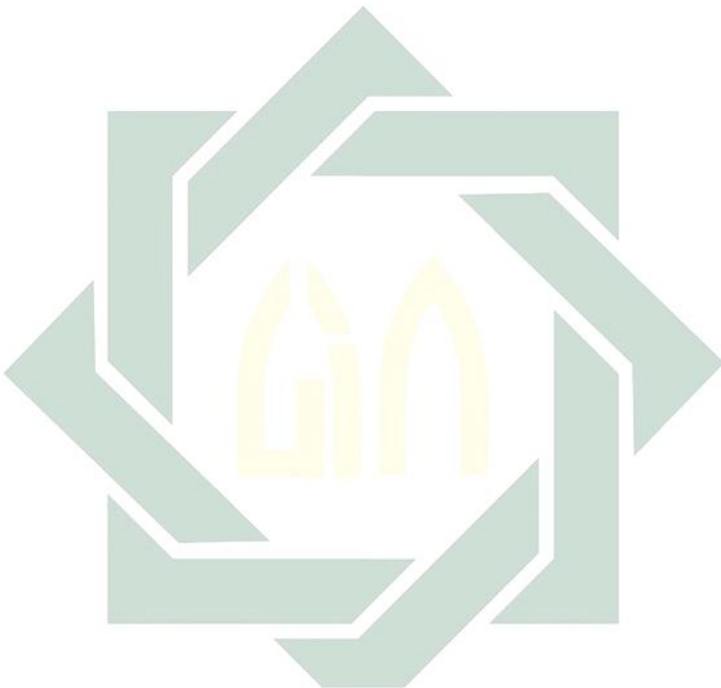
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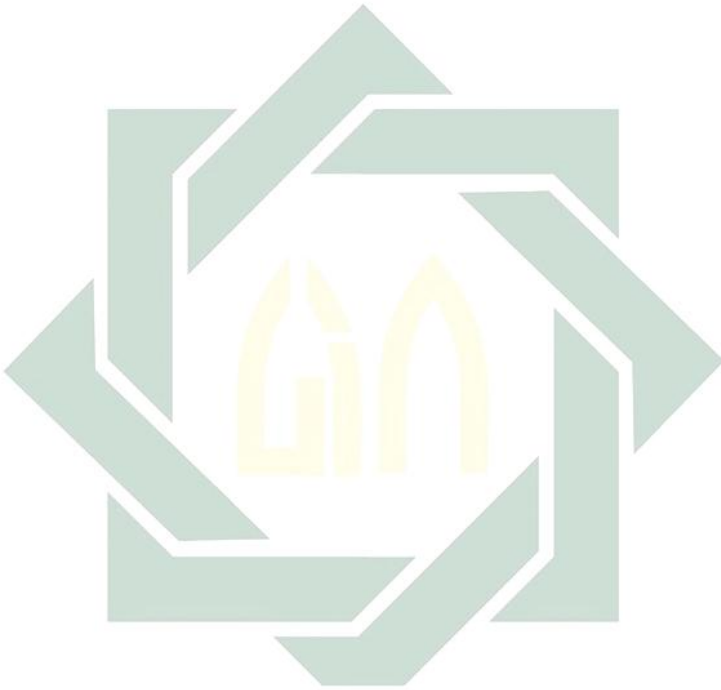
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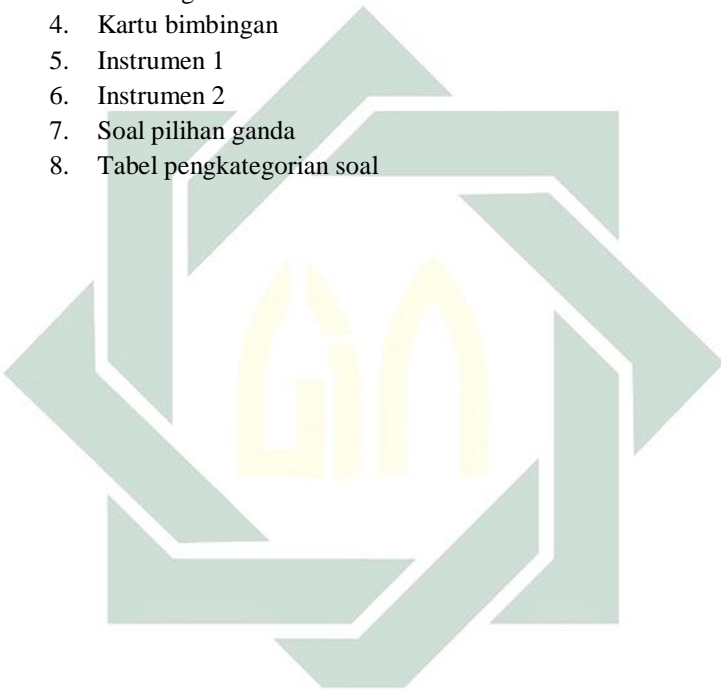
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## CHAPTER I

### INTRODUCTION

This chapter provides background of the study which describes researcher's reasons in conducting this study. Then statement of research problem is formulated as well as goal of the study. It is followed by significance of the study which informs the beneficial of this study. Furthermore, this chapter also presents the scope and limitation of this study. The last part of this chapter describes the definition of key terms which are used in this study.

#### A. Background of Study

Testing has an important role in teaching learning activities. It tells what students' level or skill has been acquired and measures how far the purpose of teaching has been achieved.<sup>1</sup> It can be said that through testing, the teacher will know how far students understand about the material that they have learnt. The instrument used in testing is called a test. Tests are a subset of assessment; they are certainly not the only one among many procedures and tasks that teachers can ultimately use to assess students.<sup>2</sup> Most language tests measure one's ability to perform language that is to speak, write, read or listen to a subset of language. A test of reading comprehension for example, may consist of several short reading passages each followed by a limited number of comprehension questions – a small sample of a second language learners' total reading behavior. But from the results of that test, the examiner may infer a certain level of general reading ability.<sup>3</sup> When assessing students' learning in teaching English, it is important

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<sup>1</sup> Ita Faradillah : “*An Analysis of Essay Test on English Final Test for Grade Eleven Students of SMAN 1, Lamongan*” (Laamongan: State Institute For Islamic Studies Sunan Ampel Surabaya, 2012), 2.

<sup>2</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (United State of America: Longman, 2004), 4.

<sup>3</sup> Ibid, p. 3

to design test that provide various levels of learning in how students perform.<sup>4</sup> Since teacher has an important role to evaluate students' learning, it is necessary to give attention about the quality of classroom assessment. One of the procedures is widely used by teachers in the classroom is achievement test.<sup>5</sup> Achievement test is intended to measure achievement. The purpose of this test is to establish the successful of individual or group of students in achieving the objective of learning in period of time. In line of that, Heaton said that this test is designed to measure student's ability based on what they have learnt.<sup>6</sup> Good achievement test is supposed to provide various levels of learning. To provide various levels of learning, teacher can use Bloom's revised taxonomy as guidance.<sup>7</sup>

In 1940, Benjamin S. Bloom introduced Bloom's taxonomy. Bloom's taxonomy is a classification system used to define and distinguish different levels of human recognition. There were three domains in this framework; cognitive, affective and psychomotor. The cognitive domain includes objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills.<sup>8</sup> This domain is most central to the work of much current test development. It is the domain in which most of the work in curriculum development has taken place and where the clearest definition of objectives are to be found phrased as description of student behavior.<sup>9</sup> Bloom divided cognitive domain became six categories; *knowledge, comprehension, application, analysis, synthesis & evaluation*. The categories were ranging from low to high. Knowledge, comprehension and application were categorized in lower

<sup>4</sup> Ria Saraswati. *An Analysis of the Ninth Grade English Test Questions Based on the Revised Edition of Bloom's Taxonomy*. Journal of English Language and Culture. Vol. 5 No. 1, 2015, p. 62

<sup>5</sup> Ibid, p. 3

<sup>6</sup> J. B Heaton, *Writing English Language Tests*, (New York; Longman Group, 1988), 171.

<sup>7</sup> Ria Saraswati. *An Analysis of the Ninth Grade English Test Questions Based on the Revised Edition of Bloom's Taxonomy*. Journal of English Language and Culture. Vol. 5 No. 1, 2015, p. 62.

<sup>8</sup> Benjamin S.B, *Taxonomy of educational objectives: Handbook 1: Cognitive domain* (New York, NY: David McKay Company, Inc. 1956), 7.  
<sup>9</sup> Ibid, p. 7.

order thinking level whereas analysis, synthesis & evaluation were categorized in higher order thinking level.

In 2001, David R. Krathwohl, one of Bloom member, was working together with seven psychology and education experts revised the taxonomy. There were some changes between old Bloom's taxonomy and new version in cognitive domain. The "knowledge" term of old Bloom's taxonomy was revised into remember. The use of terminology "synthesis and evaluation" were also changed into "evaluate and create".<sup>10</sup> One of the test items is often used as an instrument in achievement test is multiple choice items. It consist a question, referred to as the stem, and a set of two or more options that consist of possible answers to the question.<sup>11</sup> The student's task is to select the one option that provides the best answer to the question posed. The best answer is referred to as the keyed option and the remaining options are called distractors.<sup>12</sup> Many researchers discourage the use of multiple choice items, arguing that they promote memorization and do not encourage (or test for) high level cognitive process.<sup>13</sup> However, some researchers maintain that this depends on how the tests are constructed and that they can be used to evaluate learning at higher order thinking level.<sup>14</sup>

In fact, multiple choice items provided by English teacher still consist of two levels of learning which are remember level and understand level. It can be shown in the study conducted by Tery Triana Mukti. The aim of this research is to describe classification of reading test items in which the test item used is multiple choice items based on Bloom's revised taxonomy theory. The result of this study

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<sup>10</sup> L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing*. (New York: Longman, 2001), 313.

<sup>11</sup> Karen Scouller, *The influence of assessment method on students' learning approaches: multiple choice question examination versus assignment essay*: Higher Education. Vol. 35, June 1998, 453.

<sup>12</sup> Ibid, p. 453

<sup>13</sup> Johnstone, A. H. & Ambusaidi, *A Fixed response: what are we testing?* *Chemistry Education. Research and Practice in Europe*, Vol. 1 No. 3, 2000, 323

<sup>14</sup> Ibid, p. 323

showed that from 105 questions, 19 items are categorized in remember level and 86 items are categorized in understand level.<sup>15</sup>

Based on the fact above, the researcher wants to conduct a study related to analyzing multiple choice items based on new version of Bloom's cognitive level. It is important to conduct this study because as an English teacher, it is necessary for teachers to provide various levels of learning in their test items. It is aimed to know in what level that students have achieved. When teacher knows the level that students have achieved, teacher can know how far students' understanding about material learned. In addition, there are still a few researches done related to this topic in English subject.

To conduct the study, the researcher chooses SMAN 1 Sidoarjo as a location for doing this research. When did preliminary research, the researcher got information that SMAN 1 Sidoarjo is one of the favorite schools in Sidoarjo. Most of teachers in this school are from undergraduate degree, even some of them have post graduate degree which their backgrounds of study are suitable with the lesson they teach. The researcher also got information that type of item used to assess students in test is multiple choice items. Based on the fact, the researcher decides to conduct the study in this school.

## **B. Research Question**

Based on background of the study above, the question is formulated as follow:

1. What levels of learning are in multiple choice items made by teacher based on new version of Bloom's cognitive level?

## **C. Objective of the Study**

Based on the research question, the objective of the study is:

1. To know levels of learning are in multiple choice items made by teacher based on new version of Bloom's cognitive level.

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<sup>15</sup> Tery Triana Mukti: "*The Analysis of Reading Test Items Based on Revised Bloom Taxonomy Theory in Vocational High School Grade XII*" (Purworejo: Purworejo Muhammadiyah University, 2017), 118.



**D. Significance of the Study**

This study is expected to be useful in teaching learning English, including for teachers and further researcher:

1. For teachers: the researcher expects the result of this study can provide some information for teachers about various levels of learning in multiple choice items.
2. For further researcher: the researcher hopes the result of this study can become one of references for other researchers whom have similar research.

**E. Scope and Limitation of the Study**

In Bloom's revised taxonomy, it has two dimensions namely knowledge dimension and cognitive aspect dimension. Here, the scope of this study is cognitive aspect dimension. The researcher also limits the study in multiple choice items made by teacher at tenth grade.

**F. Definition of Key Terms**

1. Multiple choice items are type of item used in final examination at SMA Negeri 1 Sidoarjo.
2. Levels of learning is level identified by researcher in test items based on new version of Bloom's cognitive level.
3. Bloom's revised taxonomy is taxonomy used by researcher to identify levels of learning.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer will review several theories of literature related to this study. It presents some important terms to comprehend detail information concerned to this study. This subtitle will define about test, types of test, definition of multiple choice questions, definition of Bloom's taxonomy and previous study.

#### **A. Review of Related Literature**

##### **1. Test**

Test is tool to assess students. Without test, teacher does not know students' progress in teaching and learning activities. Here, researcher explains definition of test according to some theories.

##### **a. Definition of Test**

Arikunto states a test is any series of questions of exercises or other in measuring knowledge, skill, and intelligence, capacities of aptitudes or individual group.<sup>16</sup> Another definition of test, according to Kubizyn and Borich stated in their book, test is just a tool that can contribute importantly to the process of measuring students, the curriculum, and the teaching method.<sup>17</sup> Furthermore, Brown states that test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>18</sup> Those are several definitions about test stated by some experts. Although those definitions are created in different sentences, but it shows the same meaning that test is a tool to evaluate students, curriculum, and the successful of teaching method.

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<sup>16</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1993), 29.

<sup>17</sup> Tom Kubiszyn and Gary Borich, *Educational Testing and Measurement* (Singapore, John Wiley & Sons, INC, 2003), 1.

<sup>18</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (United State of America: Longman, 2004), 4.

## **b. Types of Test**

There are nine kinds of test based on its function. Each test has different function between one to another.

### **1) Standardized Test**

Standardized test is a test made by professional test makers, administered, and scored in a consistent manner. Haris stated that standardized test is a test designed to be used with thousands and sometimes hundred thousands of subject throughout the nation of the world, and prepared by team of testing specialists.<sup>19</sup> There are some characteristics of standardized test. According to Arikunto standardized test is a test made according to the content and general goal for the whole country and it is relation with the general knowledge and capability. It is developed by professors, reviewers, editors of test items. The items of test are tried out, analyzed and revised before being used for a test. Dealing with Arikunto, there are four purposes of standardized test. The first is to compare students' achievement with individual's characters or group's character, to compare students' achievement in an instructional in a group or individual, to compare student achievement in several schools and to determine students' development in a certain period of time.<sup>20</sup> There are some examples of standardized test such as: TOEFL, IELTS, try out test, etc.

### **2) Teacher Made Test**

Teacher made test is a test made by the teacher of that classroom itself. The purpose of this test is to measure the degree of students' success in achieving instructional objectives of particular lesson or course are taught in the classroom. Generally, the structure of test items are completely depends on the teacher, who teaches the lesson itself because the teacher has an authority to formulate the indicators,

<sup>19</sup> David P Harris, *Testing English as a Second Language*, (New York: Mc Graw – Hill, Inc 1969), 2.

<sup>20</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1993), 138.

materials, teaching learning process and assessing students' outcomes.<sup>21</sup> In this case, the teacher knows what have been taught in his or her own classroom. That statement means that it is possible when school has some teachers teaching the same subject. For instance, the teacher in class is good at delivering the materials for students, but another teacher in different class is not. Thus, teacher made a test can only be applied in his or her own classroom and not for another class Nurgiyantoro stated that this test is only focuses on the score. The score of students can be comprised only with their classmates. He added that this test is primarily aims to know (i) the standard of learning objectives, (ii) the degree of students' comprehending to the materials, and (iii) to evaluate students as their report of learning during in the school.<sup>22</sup>

### 3) Proficiency Test

Proficiency test is examining student's language proficiency with reference to a particular task which will be required to perform. Regarding the term of proficiency, it means that having sufficient command of the language for a particular purpose.<sup>23</sup> The content of a proficiency test is not based on the content or objectives of language courses that people taking but rather it is based on a specification of what candidates have to be able to do in the language in order to be considered proficient. Besides that, proficiency test is concerned simply with measuring a student's control of the language in the light of what he or she will be expected to do with it in the future performance of a particular task.<sup>24</sup> This test is commonly consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension and sometime a sample of writing. A typical example of proficiency test is Test of English as Foreign Language (TOEFL).

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<sup>21</sup> Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta; BPFEYogyakarta, 2001), 71.

<sup>22</sup> Ibid, p. 72

<sup>23</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (San Francisco State University: Longman, Inc, 2001), 11.

<sup>24</sup> J. B Heaton, *Writing English Language Tests*, (New York; Longman Group, 1988), 173.

#### 4) Achievement Test

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are often summative because they are administered at the end of a unit or term of study.<sup>25</sup> Heaton said that this test is designed to measure student's ability based on what they have learnt.<sup>26</sup> An effective achievement test will offer washback about the quality of a learner's performance in subsets of the unit or course. This wash back contributes to the formative nature of such tests. The specification for an achievement test should be determined by

- The objectives of the lesson, unit, or course being assessed
- The relative importance (or weight) assigned to each objective
- The tasks employed in classroom lessons during the unit of time
- Practicality issues, such as the time frame for the test and turnaround time, and
- The extent to which the test structure lends itself to formative wash back.<sup>27</sup>

#### 5) Placement Test

Placement test is placing students into an appropriate level or section of language curriculum or school.<sup>28</sup> Placement test usually, but not always, includes a sampling of the material to be covered in the various courses in a curriculum; a students' performance on the test should indicate the point at which the students will find material neither too easy nor too difficult but appropriately challenging.<sup>29</sup> The placement tests that are most successful are constructed for particular situations. They depend on the identification of the key features at different levels of teaching in the institution. They are tailor made rather

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<sup>25</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University: Longman, Inc, 2001), 44.

<sup>26</sup> Ibid, p. 171

<sup>27</sup> Ibid, p. 48

<sup>28</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach To Language Pedagogy* (San Francisco State University: Longman, Inc, 2001), 390.

<sup>29</sup> Ibid, p. 45

than bought off the peg. This usually means that they have been produced „in house“. The work that goes into their construction is rewarded by the saving in time and effort through accurate placement.<sup>30</sup>

## 6) Diagnostic Test

While placement test is designed to show how good a learners“ English to the appropriate of their ability, diagnostic test is designed to assess learners“ difficulties, gaps in their knowledge and skill deficiencies during a course.<sup>31</sup> Generally, it identifies learners“ strengths and weaknesses. Therefore, a diagnostic test will typically offer more detailed subcategorized information on the learner. In a curriculum that has a form-focused phase, for example, a diagnostic test might offer information about a learners’ acquisition of verb tenses, modal auxiliaries, definite articles, relative clauses, and the like.<sup>32</sup> Hughes said that this test is primarily used to determine what learning still need to take place. Thus when the teachers know what the problems are, they can do something about them.

## 7) Aptitude Test

A language aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Language aptitude tests are ostensibly designed to apply to the classroom learning of any language. Two standardized aptitude tests have been used in the United States: the first Modern Language Aptitude Test (MLAT) (Carroll & Sapon. 1958) and the second Pimsleur Language Aptitude Battery (PLAB) (Pimsleur, 1966). Both are English language tests and require students to perform a number of language-related tasks.<sup>33</sup>

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<sup>30</sup> Arthur Hughes, *Testing for Language Teacher*, (Cambridge University Press: Cambridge 2003), 17.

<sup>31</sup> Jeremy Harmer, *The Practice Of English Language Teaching* (New York: Longman, 2011), 321.

<sup>32</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University: Longman, Inc, 2001), 47.

<sup>33</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom*

## 8) Subjective Test

Subjective test is test that enables students to show their ability in exploring knowledge through analyzing and evaluating a new given information. Since subjective test gives a freedom for students to arrange and deliver their answer, that is why this test is also conducted as an essay tests. Djiwandono states that the subjective test is a test that the result of the test can be different from one corrector to other corrector.<sup>34</sup> In other words, the scoring is depending on teacher's perception about the answer. Furthermore, Sudijono mentions several characteristics of this test. First, this test is as organized a question or imperative which demands students' responses descriptively. In other word, the response of this test is in long sentence. Second, the imperative sentence in subjective test demands students to give explanation, comment, analysis and distinction. Third the number of test items is generally definite which consists among five to ten items. Finally the items of this test are commonly begun with the words "explain....", "describe....", "how....", "why....".<sup>35</sup>

## 9) Objective Test

An objective test can be said as short answer test. Derived from its name, it considers students to give the short answer, even though by selecting any particular code as alternative way which provided to make them easy to choose the answer.<sup>36</sup> As a tool to measure the result of students' learning, an objective test has some strengths and weaknesses. The following explanation is about some strengths of objective test:

- a) It enables teacher to take the tested material better than an essay test.

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*Practices* (San Francisco State University: Longman, Inc, 2001), 43.

<sup>34</sup> Soenardi Djiwandono, *Tes Bahasa Pegangan Bagi Pengajar Bahasa*. ( Jakarta: PT Indeks, 2011), 55

<sup>35</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1996),100.

<sup>36</sup> Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE Yogyakarta, 2001), 75.

- b) It enables to have one correct answer.
- c) It can be easy in correcting because it only matches the answer with provided answer key.
- d) The result of objective test is believable because it is evaluated objectively in such item.<sup>37</sup>

Furthermore, the explanation above could not be spared away from the existence of some disadvantage of objective test; the following explanation will clarify enough:

### **Weaknesses of objective test:**

- a) The arrangement of objective test takes longer time because it requires careful preparation, accuracy and ability from the teacher.
- b) There was a trend or willingness of teacher to emphasize students' attention for particular materials.
- c) It enables students do the test to guess.
- d) It sometimes might be long and costs much.<sup>38</sup>

According to Ebel, there are four kinds of this test a) true false items, b) multiple-choice items, c) short-answer items, and d) matching items.<sup>39</sup> In short, multiple-choice item is the most common test used to test students.

## **2. Multiple Choice Items**

Multiple choices are form of assessment in which respondents are asked to select the best possible answer. This item is most frequently used in educational testing. Multiple choice items take many forms but their basic structure is as follows

### **1. There is a stem:**

The primary purpose of the stem is to present the problem clearly and concisely. The tester should be able to obtain from the stem a very general idea of the problem and the answer required. At the same time, the stem should not contain

<sup>37</sup> Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*.....77

<sup>38</sup> Ibid, p. 77

<sup>39</sup> Robert L. Ebel and David A. Frisbie, *Essential of Educational and Measurement* (U.S.A, Prentice-Hall, INC, 1991), 179



extraneous information or irrelevant clues, thereby confusing the problem being tested.<sup>40</sup>

2. Option:

The option is the correct answer.

3. Distractor:

Each distractor or incorrect option should be reasonably attractive and plausible. It should appear right to any tester who is unsure to the correct option. It is the candidate's task to identify the correct or most appropriate answer. Perhaps the most obvious advantages of multiple choices, referred to the earlier in the book is that scoring can be perfectly reliable. Scoring should also be rapid and economical. A further considerable advantage is that, since in order to respond the candidates has only to make a mark on the paper, it is possible to include more items than would otherwise be possible in a given period of time.<sup>41</sup> Besides, multiple choice items are not panacea. They have advantages and limitations just as any other type of test item. Teachers need to be aware of these characteristics in order to use multiple choice items effectively.

The advantages of multiple choice items are:

1. Multiple choice items are objectively scored; they are not affected by scorer inconsistencies as are essay questions.
2. A student is therefore able to answer many multiple choice items in the time it would take to answer a single essay question. This feature enables the teacher using multiple choice items to test a broader sample of course content in a given amount of testing time.
3. Multiple choice items are amenable to rapid scoring, which is often done by scoring machines.<sup>42</sup>

The limitations of multiple choice items are:

<sup>40</sup> J. B Heaton, *Writing English Language Tests*, (New York; Longman Group, 1988), 30.

<sup>41</sup> Arthur Hughes, *Testing for Language Teacher*, (Cambridge University Press: Cambridge 2003), 76.

<sup>42</sup> Steven J. Burton, et.al., *How to Prepare Better Multiple Choice Items: Guidelines for University Faculty* (Brigham Young University, 1991), 4.

1. Since student selects the a response from a list of alternatives rather than constructing a response, multiple choice items are not adaptable to measuring certain learning outcomes, such as the students' ability to articulate explanation, produce original ideas, furnish information etc.
2. Although they are less susceptible to guessing than are true false items, multiple choice items are still affected to a certain extent. This guessing factor reduces the reliability of multiple choice item scores somewhat, but increasing the number of items on the test offsets this reduction in reliability.
3. Good multiple choice items are generally more difficult and time consuming to write than other types of test items.<sup>43</sup>

The following general principles should be observed when multiple choice items are constructed:

1. Each multiple choice item should have only one answer.
2. Only one feature at a time should be tested: it is usually less confusing for the tester and it helps to reinforce a particular teaching point. Obviously, few would wish to test both grammar and vocabulary at the same time, but sometimes word order and sequence of tenses are tested simultaneously.
3. Each option should be grammatically correct when placed in the stem, except of course in the case of specific grammar test items.
4. All multiple choice items should be at a level appropriate to the proficiency level of the testers.
5. Multiple choice items should be as brief as and as clear as possible (though it is desirable to provide short context for grammar items).
6. In many tests, items are arranged in rough order of increasing difficulty. It is generally considered important to have one or two simple items to „lead in“ the testers, especially if they are not too familiar with the kind of test being administered.<sup>44</sup>

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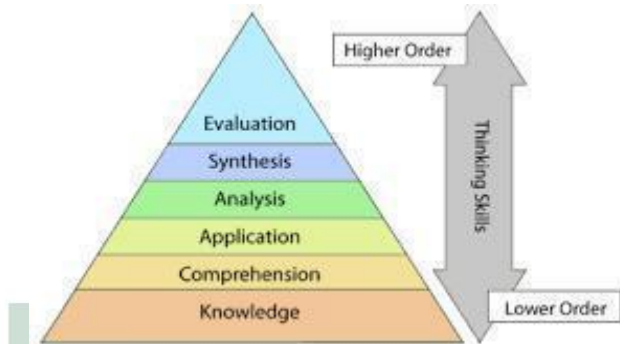
<sup>43</sup> Ibid, p. 5

<sup>44</sup> J. B Heaton, *Writing English Language Tests*, (New York; Longman Group, 1988), 30.

### 3. Bloom's Taxonomy: Old version and New version

Before discuss new version of Bloom's taxonomy, here is a short history about old Bloom's taxonomy. Old Bloom's taxonomy was created by Benjamin Bloom in 1940, Bloom and other educators worked to classify educational objectives which produced three learning domains and thinking process categories. Each of three categories requires students to use different sets of mental processing to achieve stated outcomes within a learning situation. Thus, instructional objectives and goals should be designed to support different ways of learners in processing information. Bloom's taxonomy is also usually used by teacher as the guideline in deciding learning objective and assessment. There were three domains in old Bloom's taxonomy. The first was cognitive domain (knowledge). It was consist of verbal or visual intellectual capabilities. The second was affective domain (attitudes). It was consist of feeling, value and belief. The third was psychomotor domain. It was consist of physical skill capabilities. Bloom proposed categorization of cognitive domain to make the process of question arrangement was easier. It had the same educational goals.<sup>45</sup> The categories were knowledge, comprehension, application, analysis, synthesis and evaluation. Here is old Bloom's taxonomy in the next figure 2.1.

<sup>45</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objective* (New Work:Addison Wesley Longman), 7



**Figure 2.1 Old Bloom's Taxonomy**

In figure 2.1 evaluation is the highest level while knowledge is the lowest one. Here are the definitions of each level of old Bloom's taxonomy.<sup>46</sup>

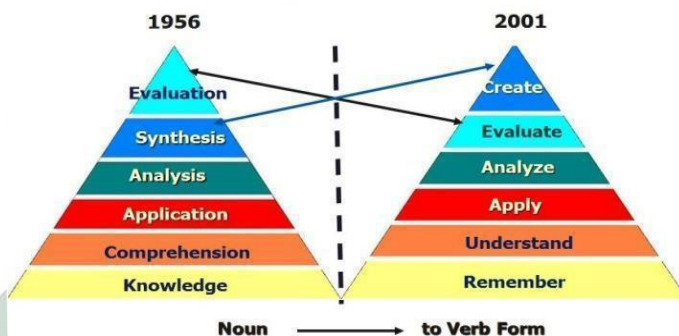
1. Knowledge is recalling information in universal or specific, process or method and structure or pattern.
2. Comprehension refers to thinking process for understanding information.
3. Application is the ability to apply theories, rules, theories and other abstractions in a new and real situation
4. Analysis is the ability to breakdown information into its constituent elements.
5. Synthesis is an ability to create something new by combining ideas from different sources.
6. Evaluation refers to judging the values of an idea for given purposes.

In 2001, David R. Krathwohl, one of Bloom member proposed taxonomy revision. Krathwohl was working together with seven psychology and education experts revised the taxonomy. Bloom's revised taxonomy is proposed to respond the development of education community, students' learning and how teacher prepared instructional materials.<sup>47</sup> The focus

<sup>46</sup> L. W. Anderson, et.al., A Taxonomy For Learning, Teaching And Assessing. (New York: Longman, 2001), 313.

<sup>47</sup> Ibid, p. 7

of RBT is proposed to the curriculum arrangement, instructional design and assessment. This RBT helps teacher in middle school and academy. That is different with old Bloom's taxonomy. The graphic below illustrates the differences between old Bloom's taxonomy and revised version.



**Figure 2.2 Changes in Bloom's Taxonomy of Educational Objectives**

There are some changes between old Bloom's taxonomy and revised version. The changes are in the three aspects as explained by Anderson and Kratwohl; they are emphasis, terminology and structure.<sup>48</sup> In emphasis aspect, revised version focuses more in applying the taxonomy for curriculum and it can give benefits for teachers. Subcategories of each level are boarder too. Then, in terminology aspect, the revised version change the name of six categories is in noun form becomes the verb form. The most obvious changes are *Knowledge* becomes *Remember* and *Synthesis* Becomes *Create*. The last is structure aspect. Revised version separates knowledge dimension with cognitive dimension. It has two dimensional frameworks (see table 2.1). The function is to differentiate noun-verb relation in learning objective. Revised version removes knowledge from cognitive domain but it is still interrelated. Teachers will use both knowledge and cognitive domain in creating learning objective. "Knowledge" terminology is divided becomes sub category which is suited with neuroscience development and psycho education. The categories are factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge. Factual knowledge

<sup>48</sup> L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing*. (New York: Longman, 2001), 305.

involves basic elements. Students must know if they are acquainted with a discipline or solve a problem. Conceptual knowledge is the relationship among the basic elements with a larger structure that enable them to function together. Procedural knowledge involves how to do something, criteria for using skills, techniques and methods. Metacognitive knowledge involves knowledge of cognition in general as well as awareness and knowledge of one's own cognition. These sub categories help teacher to classify learning objective and to arrange assessment simpler.

		Cognitive Process dimension					
		Remember	Understand	Apply	Analyse	Evaluate	Create
Knowledge dimension	Factual Knowledge						
	Conceptual Knowledge						
	Procedural Knowledge						
	Meta-cognitive Knowledge						

The revised version uses different words in labeling levels of cognitive domain. The definition of each level is still almost the same with old Bloom's taxonomy. Further, each level has action verbs which can reflect them. In revised version, it is called as cognitive process. By having 6 levels, there are 19 cognitive processes. Each cognitive process will be discussed below.

#### a. Remember

Remembering involves retrieving relevant knowledge from long term memory. The relevant knowledge may be something based on fact. *Recalling and recognizing* is included as the cognitive process in this level. For example, a student learned the English equivalents of 20 Spanish words, then the task is match the Spanish words with their English equivalents (i.e. recognize) or to write the corresponding English word next to each of the Spanish words presented in the list (i.e. recall).<sup>49</sup>

<sup>49</sup> Kratwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objective* (New Work: Addison Wesley Longman), 66.

### 1) Recognizing

Recognizing is retrieving relevant knowledge from long term memory in order to compare it with presented information. When presented with new information, the student determines whether that information corresponds to previous learned knowledge, searching for match. The alternative name for recognizing is identifying. The most common format used to assess students in this level is multiple choice items. When presented with new information, the student determines whether that information corresponds to previous learned knowledge, searching for match. The alternative name for recognizing is identifying. The most common format used to assess students in this level is multiple choice items.<sup>50</sup>

Example:

*Do you agree that love is important for every human's survival? Yes, I do. Love is an emotion, born from compassion. Love has elements, namely fondness and intimacy. Love plays an important role in our lives. Here are a few reasons why love is needed by everyone, everywhere. First, love is a form of care. When we sad or happy, we need another's care. We do not want to feel all alone and we certainly want to share what we feel. Can you imagine how hard it will be if we have to go through life alone? In addition, love is a crucial need. Love can give us the spirit to survive. We cannot live without love. If we do not have a person to love, automatically our lives would be empty. Love also encourages us to help others, keep us far from fear and insecurity. Furthermore, love is needed to live in society. Love can unite and protect each other. Love makes us not hurt other people. So, what would the world be like without love? It would be scary.*

Adopted from: <http://freeenglishcourse.info/what-is-analytical-exposition/>

*What is love?*

A. Love has elements, namely fondness and intimacy

<sup>50</sup> Kratwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objective.....*66

- B. Love is an emotion, born from compassion
- C. Love can unite and protect each other
- D. Love is needed to live in society

## 2) Recalling

Recalling is retrieving relevant knowledge from long term memory when given a prompt to do so. In recalling, a student searches long term memory for a piece of information and brings that piece of information to working memory where it can be processed. The alternative name for recalling is retrieving. Assessment tasks for recalling can vary in which provide cues for students.<sup>51</sup>

Example:

*What is synonym of believe?*

- A. Lie
- B. Trust
- C. Faith
- D. Honest

## b. *Understand*

Understand level is higher than remember. Students are said to understand when they are able to construct their own meaning from instructional messages including oral, written and graphic communications.<sup>52</sup> Students understand when the incoming knowledge is integrated with existing knowledge. Cognitive processes in the category of understand include *interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining*

### 1) Interpreting

When the student is able to change information from one representational to another, they are able to do *interpreting*. Interpreting may involve changing words to words, words to

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<sup>51</sup> Kratwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom 's Taxonomy of Educational Objective.....*66



picture, picture to words etc. The assessment format can be done in multiple choice items.

Example:

*“Failure is a learning process before going to success” has the meaning that....*

- A. Do not give your energy or money to only one thing*
- B. People only make plans, but God is the One who will determine everything*
- C. We have to be success person*
- D. Success is determined by many failures passed*

## 2) Exemplifying

Exemplifying happens when the student is asked to give specific example of general concept.<sup>53</sup> It involves identifying the defining features of the general concept and uses these features to give an example. The assessment format can be done by multiple choice items.

Example:

*Choose the irregular plural of the following word!*

- A. Woman*
- B. Eraser*
- C. Dust*
- D. Book*

## 3) Classifying

Classifying happens when a student recognizes certain example belongs to a particular concept.<sup>54</sup> Classifying begins with specific example to find general concept. The alternative name used for classifying is categorizing. The assessment format can be done by multiple choice items.

<sup>53</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom’s Taxonomy of Educational Objective* (New Work: Addison Wesley Longman), 71

<sup>54</sup> Ibid, p. 71

Example:

*Do you agree that love is important for every human's survival? Yes, I do. Love is an emotion, born from compassion. Love has elements, namely fondness and intimacy. Love plays an important role in our lives. Here are a few reasons why love is needed by everyone, everywhere. First, love is a form of care. When we sad or happy, we need another's care. We do not want to feel all alone and we certainly want to share what we feel. Can you imagine how hard it will be if we have to go through life alone? In addition, love is a crucial need. Love can give us the spirit to survive. We cannot live without love. If we do not have a person to love, automatically our lives would be empty. Love also encourages us to help others, keep us far from fear and insecurity. Furthermore, love is needed to live in society. Love can unite and protect each other. Love makes us not hurt other people. So, what would the world be like without love? It would be scary.*

Adopted from: <http://freeenglishcourse.info/what-is-analytical-exposition/>

Example:

*What is the type of text above?*

- A. Analytical exposition
- B. Descriptive
- C. Narrative
- D. Recount

#### 4) Summarizing

Summarizing happens when a student suggests a single statement that represents presented information or abstract a general theme.<sup>55</sup>

Summarizing involves constructing a representation of information (the meaning of a scene in a play). It can be also ask students to summary some points from a given text. The assessment format can be presented in multiple choice items.

<sup>55</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning, Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objective* (New Work: Addison Wesley Longman), 73

Example:

*Do you agree that love is important for every human's survival? Yes, I do. Love is an emotion, born from compassion. Love has elements, namely fondness and intimacy. Love plays an important role in our lives. Here are a few reasons why love is needed by everyone, everywhere. First, love is a form of care. When we sad or happy, we need another's care. We do not want to feel all alone and we certainly want to share what we feel. Can you imagine how hard it will be if we have to go through life alone? In addition, love is a crucial need. Love can give us the spirit to survive. We cannot live without love. If we do not have a person to love, automatically our lives would be empty. Love also encourages us to help others, keep us far from fear and insecurity. Furthermore, love is needed to live in society. Love can unite and protect each other. Love makes us not hurt other people. So, what would the world be like without love? It would be scary.*

Adopted from: <http://freeenglishcourse.info/what-is-analytical-exposition/>

*What is the main idea of paragraph above?*

- A. Love is important for human survival
- B. We cannot live without love
- C. Love can give us spirit
- D. Love is form of care

### 5) Inferring

Inferring happens when the students are able to find a pattern in a sequence of examples.<sup>56</sup> The alternatives name used for inferring are predicting and concluding. The assessment format can be presented in multiple choice items.

Example:

*My name is Dido. I have a brother. His name is Dodi. We are twins. Dodi is **taller** than me, but I can run **faster** than him. Dodi is annoying but he is the... brother that I have ever.*

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<sup>56</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objective* (New Work: Addison Wesley Longman), 74

*Fill in the blank with appropriate word!*

- A. Better
- B. Worse
- C. Best
- D. Bad

6) Comparing

This cognitive process is detecting similarities and differences between two or more objects, events, ideas or problems.<sup>57</sup> In comparing, a student detects correspondences given new information with more familiar knowledge. Comparing may also determining correspondences between two or more presented objects, events or ideas.

Example:

*The animation Inside Out calls to mind the most isn't Monsters, Inc or any previous Pixar or Disney project, but Hayao Miyazaky's Oscar-winning 2001 masterpiece Spirited Away: another film which mapped out an 11-year old girl's inner turmoil on an unique, fantastical canvas. Docter's film less ambiguous and strange than Miyazaki's, although its conclusion is far from the proscriptive happy ending Joy has in mind. The bliss of childhood can't last forever, but Inside Out reminds you that's no bad thing.*

Adopted from:<http://www.telegraph.co.uk/film/inside-out/review/>

*What is the similarity between Inside Out and Spirited Away films?*

- A. Each won Oscar in 2001
- B. Both were directed by Docter
- C. Both were ambiguous plot
- D. Each explained memories of youth

7) Explaining

Explaining happens when a student is able to construct and use a cause and effect model of a system.<sup>58</sup> Cause and effect mostly appear in natural science, social science and humanities. An

<sup>57</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing.....* 75

<sup>58</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing.....* 75

alternative name for explaining is constructing model. In this cognitive process, the students are given a problem and then ask them to give their opinion with supported argument. They will explain or give description with the supported reason. Several tasks can be aimed at assessing a students' ability to explain including reasoning. Because of student is asked to give their opinion, the most appropriate assessment format is essay questions.

### c. Apply

Apply is closely linked with procedural knowledge. Apply involves locating procedures to solve problems.<sup>59</sup> When the student knows the procedure used to solve problems, so the students can develop it. But if the student does not know the procedure used to solve the problem, so the students must locate another procedure to solve the problem. When the task is a familiar exercise, students typically use the procedure with little thought. However, when the task is unfamiliar problem for the students, they must determine what knowledge they will use. If the knowledge does not fit the problem, the modifications in selected procedural knowledge may be necessary. The cognitive processes in this level are *executing and implementing*.<sup>60</sup>

#### 1) Executing

Executing happens when the student can apply the procedure to the familiar task. The familiarity of the situation often provides clues for student to choose the appropriate procedure. The alternative name used for executing is carrying out. Here, the students must have already been taught about the material. When teacher gives questions, the questions must be new but give clue for students.

Example:

Clara and her friend.....movie yesterday

*Choose the appropriate word to fill in the blanks!*

A. Watched

B. Watch

---

<sup>59</sup> Ibid, p. 77

<sup>60</sup> Ibid, p. 77

C. Look

D. See

## 2) Implementing

Implementing occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available.<sup>61</sup> An example below shows students have explained about past tense in which verbal sentence then teacher modify the item with nominal sentence.

Example:

My mother.....fried rice. The fried rice....delicious

A. Cooked, were

B. Cooked, was

C. Eat, were

D. Eat, was

## d. Analyze

Analyze involves breaking material into its constituent parts and determining how the parts are related to one another and to an overall structure.<sup>62</sup> This process category includes *differentiating, organizing and attributing*. Objective classified as analyze include learning to determine the relevant or important pieces of a message (differentiating), the ways in which the pieces of a message are organized (organizing) and the underlying purpose of the message (attributing). The teacher may develop their students with ability to differentiate fact from opinion, determine how ideas are related to one another, find evidence in support the author's purposes etc.

### 1) Differentiating

Differentiating is distinguishing the parts of a whole structure in terms of their relevance. This cognitive process occurs when the student can establish the important from unimportant information, relevant from irrelevant information. Differentiating is differs from

<sup>61</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing.....* 78

<sup>62</sup> Ibid, p. 79

comparing. It relates to structural organization. The alternative name used for differentiating is distinguishing.<sup>63</sup>

2) Organizing

Organizing involves identifying the elements of a communication and recognizing how they fit together into a coherent structure. In this cognitive process, the students identify the important element and then determine the overall structure within which the elements fit. The alternative name used for organizing is finding coherence.<sup>64</sup>

3) Attributing

The students are able to do attributing when they can establish the point of author in the presented material.<sup>65</sup> Another term of attributing is deconstructing. It differs from interpreting, in which the student is trying to understand the meaning of presented material, attributing involves beyond understanding presented material.

**e. Evaluate.**

Evaluate is making judgments based on the standards of performance with clearly defined criteria.<sup>66</sup> The most often used are quality, effectiveness, efficiency and consistency. Is this machine working as efficiently as it should be? Is this method is the best way to achieve the goal? Such questions are called evaluating. It must be emphasized also that not all judgments are evaluative. The point of evaluate is the students make judgments by having standard criteria. In this cognitive process includes *checking and critiquing*.

1) Checking

Checking is testing for internal inconsistencies or fallacies in an operation or product.<sup>67</sup> For instance, the student is asked to check

<sup>63</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing*.....78

<sup>64</sup> Ibid, p. 81

<sup>65</sup> Ibid, p. 82

<sup>66</sup> Ibid, p. 83

<sup>67</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing*.....83.

whether arguments in a text support or disconfirm thesis statement. The alternative name used is detecting.

## 2) Critiquing

Judging a product based on externally imposed criteria and standards is called *critiquing*.<sup>68</sup> In this level, the students give positive and negative features of a product and make judgment about the product based on those features. The alternative form of critiquing is judging. In English, the students are asked to judge positive or negative about the text presented with the problem's solution.

## f. **Create**

Create is believed as the most complex cognitive process in the level of Bloom's taxonomy. Some elements that are put together into a coherent or functional form of whole are known as create. When doing create, the students also use their previous learning experience. Additionally, in creating something, usually it is related to the creativity and uniqueness or originality. When the teachers ask the students to create a product, they should know the students' uniqueness. Creativity usually can be seen as the unusual product, but when creating is an objective, the teachers need to think about what the students can and will do. However, create do not only depend on the uniqueness. Point of create is that the students can synthesize the material into a whole. Create is different from understand, apply or analyze in this level the students are asked to do task where they put some material from many references into a whole. The cognitive processes that included here are generating, planning and producing. Those cognitive processes are related to the how the students can provide multiple solutions for a problem by planning the action first then executing it.

## 1) Generating

Demonstrating problem and arriving at alternatives or hypothesis that meet certain criteria is included as Generating.<sup>69</sup> When the students are asked to give different solutions, the students will use

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<sup>68</sup> Ibid, p. 84.

<sup>69</sup> Ibid, p. 86.



their creative thinking to formulate it. The cognitive processes are still interrelated as well as generating. In other cognitive process levels, understand also includes generating. However, the purpose of generating is divergent or various possibilities which understand to focus on single possibility. Also, the other term used for this is hypothesizing. In line with the purpose of generating, the students are given description problem then asked them to produce the hypothesis. It will help the students to produce as many as possible alternatives towards the problem.

## 2) Planning

“Planning involves devising a solution method that meets a problem’s criteria, that is, developing a plan for solving the problem.” Planning is also called as designing. This is happened when the students plan or design the solution in generating process. In solving the problem, the students will break a task into sub tasks that will be performed. This step sometimes is skipped by the teacher because it is actually implicit in producing process. When students produce the solution, the students actually have already planned the detail to do the solution. Additionally, in this cognitive process, the students are expected to plan or design the solution method before producing or executing the solution in solving problem. In planning, work-out solution, describe solution plans, or select solution plans for presented problems can be given to students as their task.<sup>70</sup>

## 3) Producing

Constructing is another term of producing. Carrying out the plan in solving problem that meets certain criteria is included as producing.<sup>71</sup> In producing process, the students can apply all type of knowledge (factual, conceptual, procedural and metacognitive knowledge). Here, the students are asked to create or produce a product based on the description criteria or requirement. For instance, the students are asked to make a short story based on the requirements of recount text. Additionally, when the students are

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<sup>70</sup> Ibid, p. 87.

<sup>71</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing.....*87.

asked to perform a drama, the students will also do producing when they are asked to design the sets of drama.

## B. Previous Studies

There were some similar researches which had relationship with this research. The first study is from Tery Triana Mukti that aimed to describe classification of reading test and to know dominant level used in reading test based on Bloom's revised taxonomy theory.<sup>72</sup> The similarity between Tery's research and this research is on the theory that we used. The difference between Tery's research and this research is the aim. The aim of Tery's research is to classify the test items based on Bloom's cognitive level and to know the dominant level applied in reading test item while this research is to know levels of learning are in multiple choice items made by teacher.

Second is study from Ayaturrochim entitled *The Analysis of Reading Tasks in "English in Focus" Based on Cognitive Domain of Revised Bloom Taxonomy*. The objective of this study was to find out the dominant component of cognitive domain of Revised Bloom's Taxonomy in reading task of "English in Focus" textbook for Junior High School published by The National Education Department in 2008 and the result showed that there were 30 (98%) reading task used remember level of the cognitive domain and only 1 (2%) reading task used understand level. The other levels of cognitive domain were not used in reading tasks of "English in Focus" textbook.<sup>73</sup> The similarity between Ayaturrochim's research and this research is on the theory that we used. The difference of Ayaturrochim's research and this research are the object and the aim. The object of Ayaturrochim's research is reading task in English book while this research is final test. In addition, the aim of Ayaturrochim's research is to find out what is the dominant level in reading test items while this research is to know what levels of learning are in multiple choice items made by teacher.

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<sup>72</sup> Tery Triana Mukti: *The Analysis of Reading Test Items Based on Revised Bloom Taxonomy Theory in Vocational High School Grade XII* (Purworejo: Purworejo Muhammadiyah University, 2017), 118.

<sup>73</sup> Ayaturrochim, *"The Analysis of Reading Tasks In "English in Focus" Textbook Based on Cognitive Domain Of Revised Bloom's Taxonomy"* (Bengkulu: University of Bengkulu, 2014), 1.

The third study is under the title *Teacher's Competence in Tests Construction within Bloom's Taxonomy for Effective Learning Assessment: A case Study of Kikuyu District, Kiambu Country*.<sup>74</sup> Here, Catherine focused to find out how adequate the teachers spread their test items to cover the six levels of Bloom's revised taxonomy. The study also intended to determine the extent to which school type (National, County, District schools) influence the teachers' consideration and use of the cognitive objectives in constructing their test items. The result showed that secondary school teachers do not adequately employ the Bloom's cognitive levels objectives in constructing their test items. The findings were similar in all the types of schools. The similarity between Catherine's research and this research is on the theory that we used. The different is the aim. The aim of Catherine research is to find out how adequate the teachers spread their test items to cover the six levels of Bloom's revised taxonomy while this research is to know what levels of learning are in multiple choice items made by teacher.

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<sup>74</sup> Catherine Gichuhi, "*Teacher's Competence in Tests Construction within Bloom's Taxonomy for Effective Learning Assessment: A case Study of Kikuyu District, Kiambu Country*" (Kiambu: University of Nairobi, 2014), 4

## **CHAPTER III RESEARCH METHOD**

Research method is needed to help the researcher to find the result of the research. Research method, which deals with the ways we conduct the research is really helpful for the researcher in solving the problem. Besides, the subject matter will be clear and easy to understand if we apply an adequate method. This chapter will clarify the description of the steps that are going to explain related to this research. The description of the steps are research design, setting of study, data and source data, the way for collecting the data is data collection technique and the tools for collecting the data is instruments, analyzing the data using data analysis technique, checking of validity of findings and research stages.

### **A. Research Design**

Research design is a plan concerning the way how to collect and analyze the data which are suitable with the purpose of research.<sup>75</sup> The researcher uses descriptive qualitative method. The method is used by the researcher to understanding the data in depth. qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than a numeric analysis of data. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.<sup>76</sup>

### **B. Research Location**

This research is conducted in SMA Negeri 1 Sidoarjo. This school is located at Jenggolo street number 1.

### **C. Data and source of data**

The data used in this study is multiple choice items. This is used to answer research question. The source of data in this study is some papers of final examination.

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<sup>75</sup> Prof. Dr. S. Nasution, *Metode Research*, (Jakarta: Bumi Aksara, 2006), 23.

<sup>76</sup> Donald Ari, et.al., *Introduction to Research in Education 8th edition* (USA: Wadsworth 2010), 424.

#### **D. Research Instrument**

In qualitative research, the researcher is main instrument. Besides, the researcher uses another instrument tool to answer the research question. The instrument tool used in this study is table of Bloom's cognitive domain that consist 19 cognitive processes separated in different levels (See Appendix 5& 6)

#### **E. Data Collection Technique**

The data of this study was collected through documentation. Documentation is a method to get anything in the form of notes, books, magazine, and etc. by documentation; the researcher collects the data through the following steps:

1. The researcher comes to the English teacher to ask permission to analyze her multiple choice items.
2. The researcher copies the multiple choice items in some papers of final examination.

#### **F. Data Analysis Technique**

After collecting data, the researcher analyzes the data based on these steps:

1. The researcher reads multiple choice items.
2. The researcher reads definition of six Blooms' revised cognitive level; they are remembering, understanding, applying, analyzing and creating. Remember is recalling information from long term memory. Understand is constructing own meaning from instructional messages. Apply is using procedure to do exercise or solve problems. Analyze is breaking material and determining how the parts are related to one another. Evaluate is judging something based on criteria. Create is putting elements together to form a coherent. Each Bloom's cognitive level above has its cognitive process
3. The researcher categorizes multiple choice items based on Bloom's cognitive process
4. The researcher codes the items
5. The researcher collects items coded based on its level
6. The researcher counts level found.

## G. Checking Validity of Findings

For getting the validity of findings, the researcher did time triangulation that is reads multiple choice items several times. To check the consistency of findings, the researcher also compared to Bloom's revised taxonomy to ensure that the finding reflect the theories.

## H. Research Stages

The stages in this study are structurally conducted as follow:

### 1. Preliminary research

Before doing this research, the researcher found many researches told about analyzing questions based on Bloom's revised taxonomy in another subject such as in math, biology, physics etc. The result of those researches showed that the questions were still dominating in lower order thinking skill rather than higher order thinking skill. In other words, those researches look for what the level of learning applied most in presented questions. In opposite way, the researcher rarely found a research which discuss topic about analyzing multiple choice questions based on Bloom's revised taxonomy in Indonesia, especially in English subject. There were only two researches found by the researcher. The aim of the research was same with researches mentioned before. Then, the researcher decided to conduct a research, in which the aim of research is different. The aim of the research is to know what various levels of learning in multiple choice items made by teacher.

### 2. Decide the research design

Before going to the research design, the researcher wrote title and research question. Then, the researcher describes the phenomenon and limits the study.

### 3. Conduct the research:

#### a. Collect data

The writer comes to the English teacher to ask permission to analyze the multiple choice items. Then, the multiple choice items in some papers of final examination are copied.

#### b. Analyze the data

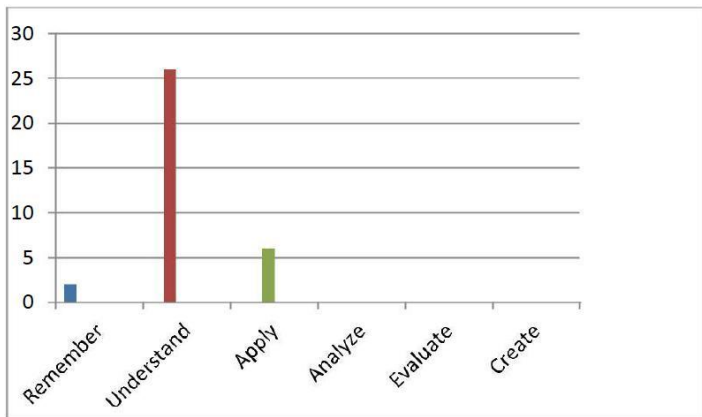
After the multiple choice items were copied, the researcher analyzes it

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

Dealing with the research question; what levels of learning are in multiple choice items made by teacher based on new version of Bloom's cognitive level? The researcher provides chart below



**Chart 4.1 Levels of learning in multiple choice items**

Based on chart 4.1, there are three out of six levels of learning based on new version of Bloom's cognitive level. The three levels include remember, Understand and apply. The most level of learning manifested in multiple choice items made by teacher is understand level. There are 26 multiple choice items in which level of learning is understand level. This level is most manifested in multiple choice items because most type of question is ask students to read text. The second level of learning manifested in multiple choice items is apply level. There are 6 multiple choice items in which level of learning is apply level. Type of question in this level is grammar used in sentences. The lowest level of learning manifested in multiple

choice item is remember level. There are 2 multiple choice items in which level of learning is remember level. This level is rarely found in multiple choice items because type of question used is recall information.

### 1. Remember Level

Remember level is the simplest process category in this taxonomy. Remembering involves retrieving relevant knowledge from long term memory.<sup>77</sup> The question is involved in remember level if it retrieving relevant knowledge from long term memory and recall information.

Example:

What word from the lyrics is the antonym of “depart”?

- A. Let
- B. Know
- C. Appear
- D. Hold on
- E. Approach

### 2. Understand Level

Students are said to understand when they are able to construct their own meaning from instructional messages including oral, written and graphic communications.<sup>78</sup>

Example:

There was once a little fly that thought he was very important. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field. He decided to fly down to talk to him. The little fly flew down and buzzed around the bull’s head. The bull did not bother with him. He went on chewing grass. Now the fly decided to land on one of the bull’s horn to make the bull notice him. He waited for the bull to say something, but the bull kept quiet. The fly then shouted angrily, “Oh bull, if you find that I am too heavy for you, let me know

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<sup>77</sup> L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing*. (New York; Longman, 2001), 70.

<sup>78</sup> Ibid, p. 70.



and I'll fly away". The bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone!"

The moral value we can learn from the story is....

- A. Don't underestimate someone
- B. The fly and the bull were friends
- C. The fly is an animal that is arrogant
- D. Being a close friend is very important
- E. We should not be arrogant as human being

### 3. Apply Level

Apply is closely linked with procedural knowledge.<sup>79</sup> Apply involves locating procedures to solve problems. When the student knows the procedure used to solve problems, so the students can develop it. But if the student does not know the procedure used to solve the problem, so the students must locate another procedure to solve the problem. When the task is a familiar exercise, students typically use the procedure with little thought. However, when the task is unfamiliar problem for the students, they must determine what knowledge they will use. If the knowledge does not fit the problem, the modifications in selected procedural knowledge may be necessary.

Example:

**Change the verbs into the correct tenses!**

*What (learn, you) since you (come) here?*

*How many new friends (make, you)?*

*I hope you (meet already) a lot of interesting people.*

- A. Do you learn – come – do you make – already meet
- B. Did you learn – came – did you make – already met
- C. Did you learn – came – have you made – have already met
- D. Have you learnt – came – have you made – have already met
- E. Have you learnt – have come – have you made – have already met

<sup>79</sup> L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing*.....77

## B. Discussion

Based on the finding, there are three cognitive levels of Bloom's revised taxonomy which cannot be assessed by multiple choice items. They are analyze, evaluate and create. Analyze involves breaking material into its constituent parts and determining how the parts are related to one another and to an overall structure.<sup>80</sup> Students need look for the information beyond understanding the text. Evaluate is making judgments based on the standards of performance with clearly defined criteria.<sup>81</sup> Students give their judgment about something based on criteria and do not based on their opinion. To assess evaluation level, students have to explain about their judgment and give evidence. Although this level cannot be assessed by multiple choice items but it can be assessed by essay item. Susan stated to assess how well students can do evaluation, give them some material and ask them to judge its value for some purpose. Another level that cannot be assessed by multiple choice items is creating. Create occurs when students make a new product by mentally reorganizing some elements or parts into a pattern not clearly present before.<sup>82</sup> Here, the students should have creativity to create a new product. To make a new product, students need to express the idea and it does not enough to use multiple choice items as assessment format. Anderson et.al stated it is almost impossible to use multiple choice questions to assess this level because the students are asked to produce something.<sup>83</sup>

<sup>80</sup> Krathwohl Anderson, et.al., *A Taxonomy for, Learning , Teaching* .....79

<sup>81</sup> Ibid, p. 83

<sup>82</sup> Ibid, p. 64

<sup>83</sup> Ibid, p. 67

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter will present the conclusion and suggestion about this research. The conclusion of the research is regarding with the analysis multiple choice items made by teacher. The suggestion presents some suggestions that maybe useful for English teacher and for the next researcher when they do same research.

#### **A. Conclusion**

After analyzing the multiple choice items made by teacher based on Bloom's cognitive level in the previous chapter, there is a point that can be concluded as following description:

Based on the data in research finding which was presented in previous chapter, there are three out of six levels of learning based on new version of Bloom's cognitive level in multiple choice items. The three levels include remember, understand and apply. There are no other three levels include analyze, evaluate and create. Those levels cannot be assessed by multiple choice items because students need to break down information in analyze level. Students should give evidence to support their arguments in evaluate level and students have to make new product in create level.

#### **B. Suggestion**

Based on the conclusion above, the researcher wants to give some suggestions related to this result of the study. The suggestions are presented as follows:

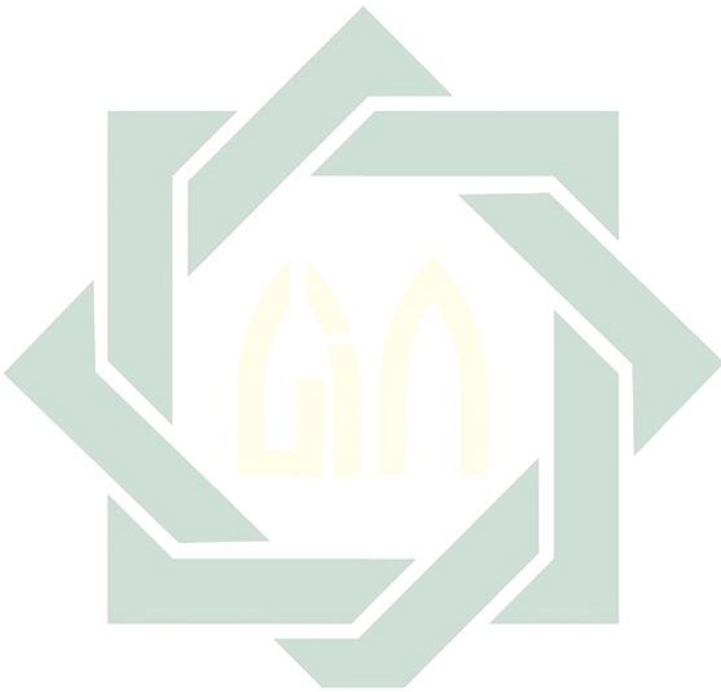
1. The English teacher

The English teacher is expected to add frequency of items used to assess apply level because students must be accustomed think complex rather than understand text.

2. Further researcher

For further researchers who want to conduct same research, it is important to conduct a research development about variation of multiple choice items used to assess remember, understand and apply level. Meanwhile there are still a few researches done related to this topic in English subject. It may be useful for

English teacher to know some new information what another examples of multiple choice items used to assess those levels



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